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ABSTRACT

This book examines the nature of comprehensive, large scale historical and social changes that contextualize educational reform, and it amplifies the meaning of lessons learned by those who have assisted in change efforts. It also examines how the rhetoric of educational change may fall short of the reality, as translated to processes and practices at different levels of the enterprise. Papers and their authors are as follows: "Not All Caterpillars Become Butterflies: Reform and Restructuring as Educational Change" (Nancy P. Greenman); "Certification to Credentialing: Reconstituting Control Mechanisms in Teacher Education" (Thomas S. Popkewitz); "Is Change Always Good for Teachers? Gender, Class, and Teaching in History" (Michael W. Apple); "Pathways to Institutional Change: From the Deans' Networks to the Holmes Group" (Barbara Schneider, Stafford Hood); "The 1989 Education Summit as a Defining Moment in the Politics of Education" (Susan R. Martin); "It Was More than a Thirty Years' War, but Instruction Won: The Demise of Education in the Industrial Society" (Erwin V. Johanningmeier); "Community Involvement and Staff Development in School Improvement" (William T. Pink, Kathryn M. Borman); "Monitoring the Implementation of Radical Reform: Restructuring the Chicago Public Schools" (G. Alfred Hess, Jr., John Q. Easton); "Educational Reform and the Urban School Superintendent: A Dilemma" (Louis Castenell); "Improving Parent Involvement as School Reform: Rhetoric or Reality?" (Marianne N. Block, B. Robert Tabachnick); "Can Multicultural Education Foster Transcultural Identities?" (Dorothy Angell); "Using the Future to Create Community and Curricular Change" (Julie Binko); "Interdisciplinary Teaming: Can It Increase the Social Bonding of Middle-Level Students?" (Joanne M. Arhar); "Beliefs, Symbols, and Realities: A Case Study of a School in Transition" (W. Wade Burley, Arthur S. Shapiro); and "Interactions Among School and College Teachers: Toward Recognizing and Remaking Old Patterns" (Chester H. Laine, et al.). References follow papers. (Contains an index.) (GLR)